

Gadsden County Schools

# Gadsden County High School



2017-18 School Improvement Plan

## Gadsden County High School

27001 BLUE STAR HWY, Havana, FL 32333

<http://www.gcps.k12.fl.us/>

### School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p>High School 9-12</p>	<p><b>2018-19 Title I School</b></p> <p>Yes</p>	<p><b>2018-19 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 3)</p> <p>100%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>K-12 General Education</p>	<p><b>Charter School</b></p> <p>No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>98%</p>

### School Grades History

Year Grade	2016-17	2015-16	2014-15	2013-14
	D	D	D*	F

*\*Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

This plan is pending approval by the Gadsden County School Board.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items

- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2017-18 DA Category and Statuses for Gadsden County High School

DA Region and RED	DA Category and Turnaround Status
Northwest - <a href="#">Wallace Selph</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement

Gadsden County High School, in partnership with parents and community members, will provide all students with a safe and nurturing environment. The core curriculum will be rich and rigorous and respects diversity in students' learning styles. We will have one guiding principle: Restoring Academic Excellence and Pride. We strive for our students to be proficient in all curricular areas.

##### b. Provide the school's vision statement

We want all learners to believe in their power to embrace learning, to excel, and to own their future.

#### 2. School Environment

##### a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Step 1: School leaders promote collaborative problem solving and open communication among teachers, parents, community members and students, i.e. SAC and Title I Parent Meeting.

The school leaders

- Collaborates with stakeholders in the school improvement process
- Shares student achievement data with all stakeholders
- Provides time for collaborative problem solving
- Communicates the school vision, school goals and ongoing progress toward attainment of goals to staff, parents, students, and community members
- Selects a method/variety of methods that faculty members will use in the first days of school to set a positive tone and clarify the values that will guide interpersonal interaction between students and between the teacher and students
- Provides Professional Development training or collegial support for teachers who need help in devising methods and structures for expanding positive interpersonal interaction in classroom settings;
- Provides and demonstrates to faculty members simple strategies for gaining information about students' cultures
- Recognizes and celebrates the contributions of school community members to school improvement efforts

Step 2: School-Based Leadership Team (SBLT) collect, analyze and use data to identify school needs

The SBLT

- Ensures that multiple sources of data are collected and used to assess student performance
- Engages the entire staff in analyzing student achievement data
- Identifies discrepancies between current and desired outcomes
- Engages staff and other stakeholders in a collaborative process to clarify the problem(s)
- Facilitates the identification of priority needs, based on the data analysis, to address in



a school-wide effort

- Models the use of data to make decisions
- Regularly asks staff to identify the data they used in making a decision
- Provides and demonstrates to faculty members simple strategies for gaining information about students' cultures
- Uses a variety of tools including technology to organize and analyze data

Step 3: Principal uses data to identify and plan for needed changes in the instructional program

The Principal

- Ensures that the school improvement plan is based on data analysis and problem clarification
- Facilitates the development of an improvement plan in which goals, evidence of attainment, objectives and strategies are clearly aligned and articulated
- Identifies with staff the knowledge and skills that teachers need to implement the school improvement instructional strategies
- Ensures that the school improvement plan has identified activities to support strategies, milestones to assess progress toward goals, staff development to support staff needs and staff responsible for each implementation step
- Ensures that assessment, curriculum, and instruction are aligned
- Embeds cultural activities within curriculum and daily course work (e.g., reading selections, writing prompts);
- Provides opportunities for staff to learn about research-based strategies that address the identified problem(s)

Step 4: The SBLT implements and monitors the school improvement plan

The SBLT

- Facilitates the development of a calendar of all school improvement activities and ensures that the calendar is shared and reviewed regularly
- Establishes a regular, predictable process to track the impact improvement efforts have on student achievement
- Closely monitors the systematic collection and analysis of data by staff to assess whether progress toward attainment of objectives is satisfactory for all groups of students
- Continuously collects and utilizes data to inform instructional decisions at the building and classroom level and provide academic interventions for individual and groups of students
- Uses a variety of tools including technology to monitor progress
- Recognizes successes of key players
- Facilitates the use of data to continuously evaluate and revise the school improvement plan
- Aligns all resources (monetary, staff, time, and staff development opportunities) to maximize attainment of school improvement priorities
- Uses regularly scheduled time with staff (e.g. staff meeting, PLC time, in-service time) to monitor, communicate, and provide staff development for school improvement efforts
- Supports staff in making the instructional changes necessary to support school improvement efforts

Step 5: The school uses systems thinking to establish a clear focus on attaining student achievement goals

The Principal

- Aligns all school resources with school improvement priorities
- Aligns school improvement goals, classroom instruction, and classroom / school

assessment

- Identifies key processes that impact results
- Identifies performance measures and indicators that link key instructional processes to instructional goals
- Forms a representative student task force comprised of representative multicultural groups, i.e. Student Government Council and grade-level class organizations
- Develops and implements a comprehensive school counseling program (Student Development Plan) with dedicated time for the development of the social-emotional mindsets and behaviors that result in positive and supportive relationships between students and teachers.
- Communicates with decision makers outside the school
- Ensures that school goals are aligned to school district goals
- Helps inform district planning by articulating school needs

### **b. Describe how the school creates an environment where students feel safe and respected before, during and after school**

The school creates an environment where students feel safe and respected before, during, and after school.

Before School

- Selected faculty and staff members are required to attend morning duty in courtyard, parent pick-up, cafeteria, and bus ramp.
- On inclement weather days, all students occupy either the gym or cafeteria until the first period bell rings.
- For all student drivers, a separate parking lot is designated for their vehicles. All vehicles must be registered with the School Resource Officer. Students are required to present valid vehicle registrations and proof of insurance.
- Three Security Guards and School Resource Officer are present during the full school day.
- Two or more members of the Administration are also present in the AM to ensure students' safety.

During School

- Three Security Guards and School Resource Officer are both present during the full school day.
- All five members of the Administration are also present throughout the day to ensure students' safety.
- A mentoring program for ESE students called Check and Connect is active
- Students and their families have access the district's homeless program, especially if they are experiencing homelessness, clothing needs, food and or shelter.

After School

- The 21st Century Community Learning Centers after-school program is in place for three hours, three days per week. An administrator and site coordinator will be present to assist with administrative operations and campus security.
- School funded transportation is available after-school four days weekly so that students without family transportation can access after-school tutoring, mentoring, and extra-curricular activities.

In addition to routine safety procedures, the school:

- Infuse our brand in all that we do (B.I.O.N.I.C. - Believe It Or Not, I Care)
- SRO is present for all after-school activities including the 21st Century After-school

program

- Uses the Raptor Security System for checking in all visitors to the campus
  - Adheres to the district's Student Code of Conduct of attendance and disciplinary actions.
  - Posts directional and informational signage throughout and out the campus (especially outside main entrance) and hallway
  - Implements a differentiated system of school counseling services with dedicated time for the, supplemental (data driven small group counseling) supports based on identified student need, and intensive (brief individual counseling, referral) supports students to school-based and community resources
  - Provides separate guidance counselors and services per grade level classification
  - Enhances a college-going culture through the Eight Components of College and Career Readiness (developing aspirations, academic planning, enrichment and extracurricular engagement, college and career exploration and selection, college and career assessments, affordability planning, admissions and transitions into post-secondary)
  - Models and teaches interpersonal expectations in non-academic settings for non-instructional personnel --- office staff, bus drivers, cafeteria personnel, and after-school personnel --- and gives them instruction for reporting violations to appropriate administrator
  - Stages drills where the characteristics of safety and respect can be assessed, monitored, and where strategies for improvement can be created, discussed, and supported on a monthly basis
  - Clarifies school's expectations for positive interpersonal interaction and creates the structures and processes for reporting violations of bullying/harassment/ policies
  - Dictates safety protocol immediately and posts rules specific to the classroom on a classroom wall. Also, reiterates rules for common areas of the school, such as the hallways, library, gym, restrooms and school cafeteria.
  - Posts emergency exit plans for tornado, earthquake and fire emergencies beside the doorway.
  - Creates more opportunities for student-student and student-teacher interaction through small learning communities, as lower student-teacher ratios promote interaction, staff members who are assigned as mentors to individual students or groups
  - Encourages students to express feelings and opinions regularly. This provides emotional safety and an environment where students do not have to fear recrimination.
  - Promotes relationships among teachers by establishing common planning time and collaborative work opportunities (weekly Professional Learning Communities and team meetings)
  - Rewards students for academic achievement, but also reward improvement and best efforts
  - Encourages students to lead regular class or school meetings with open discussion of issues,
- i.e. Student Government
- Utilizes Skylert (parent and family phone alert and messaging center system) and Skyward (student and parent portals for grades, scheduling, etc.)

**c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

Gadsden County High School follows the District's Student Code of Conduct for managing students' behavior. The policy was developed/written by school and district employees

and based on state statutes along with district policies resulting from numerous data sources including early warning systems data. The school manages school-wide data through Skyward. Reports include individual classroom data, by grade level, ethnicity, disabilities, and other subgroup levels. All teachers are expected to follow the Code of Conduct plan as written for disciplinary actions regarding behavior, attendance and academics. The procedure involves giving verbal warnings, making phone calls to parent/guardians, making referrals to the guidance counselor first and finally to an administrator. Besides implementing the Student Code of Conduct, students are encouraged to follow school-wide expectations which were explained and provided for faculty members during preplanning. Additionally, the district provides classroom management and positive behavior supports trainings during in-service days as requested. New and beginning teachers received training within the first three months of their hire date to ensure and maintain a safe learning environment.

**d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

Each grade level has a guidance counselor who works closely with the administration to keep them abreast of various issues that arise with students. When needed, the school's social worker and psychologist are consulted. Periodically, outside service agencies, which include Disc Village, Capital City Youth Services and Apalachee Mental Health, are suggested by the MTSS/RTI or administrative team. The SBLT also meets regularly to discuss students with barriers to academic and social success.

**3. Early Warning Systems**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

**a. Describe the school's early warning system and provide a list of the early warning indicators used in the system**

The school's early warning system involves being able to identify students who may be at risk of dropping out and to help monitor these students' responses to interventions. Skyward, the data system that the school utilizes for identifying student level data including indicators for attendance, course failures, GPA, credit attainment, below grade level assessment performance, and behavior to determine potential risk for dropping out. The intended goal is to support students who have an increased risk of academic failure in order to get them back on track for academic success and eventual graduation. The list of the early warning indicators used in our system includes the following:

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or Mathematics
- Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics (Algebra 1)
- Two or more retentions
- Grade point equivalent below 2.0.
- Two or more early warning indicators
- Failure to be graduation-ready by the beginning of 12th grade

Data decision rules and interventions are developed to monitor and improve EWS which are detrimental to students' success. The district has also developed a plan of action for helping school with the identifying and monitoring through the hiring of a social worker assigned to secondary schools only. The district also partners with high schools to

establish a graduation team which included the dropout prevention coordinator and guidance counselor. To ensure teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules, in-service training are held at the school level.

**b. Provide the following data related to the school's early warning system**

**1. The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

Intervention strategies employed by the school to improve the academic performance of students identified by the early warning system include convening the MTSS/RTI team or the SBLT to problem solve and create action plans. The school is also using CPALMS lessons and resources, parent notifications for students identified, counseling sessions for students, and intensive courses. The Administrative team and the senior counselor hosts senior meetings with parents and students, in which grad checks are discussed. Interventions to close student need gaps related to earning warning systems are also provided. Lastly, district initiatives such as the 21st-Century after-school program are used for state and national assessments tutorials. To add, credit recovery classes are offered using Edgenuity during and after school.

**B. Family and Community Engagement**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

**1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

Yes

**1. PFEP Link**

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

**2. Description**

**2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Gadsden County High School builds and sustains partnerships with the communities by hosting Open House and Back to School events; Parent Expos (at least four times annually); Senior and Junior Parents Night separately; School Advisory Council and School Improvement Meetings; Title 1 Parent Involvement Training and Meetings (at least four times annually including professional development); special informational meetings and training, i.e. Parent and Student Portal training, Florida Standards Awareness, Family Literacy Night, and College and Career Fairs including FAFSA and college registration for interested individuals.

Volunteers and business partners are invited to attend all events especially our college and career events as vendors and guest presenters. Occasionally, selected community business persons are requested to come and discuss ways that they can support the school in its initiatives.

**C. Effective Leadership**

**1. School Leadership Team**

**a. Membership**

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Fisher-Jackson, Juliette	Principal
Jones, Pamela	Assistant Principal
Stokes, Maurice	Assistant Principal
Cummings, Kimberly	Instructional Coach
Dowdell, Keith	Assistant Principal
Gaines, Rebecca	Assistant Principal
Lightfoot, Tomeka	Teacher, K-12
Dortch, Prudence	Teacher, K-12
Johnson, Gregory	Teacher, K-12
Black, O'Hara	Teacher, K-12
Presha, Renae	Teacher, Career/Technical
Thomas, Linda	Teacher, ESE
Harris, Ronte	Teacher, K-12

**b. Duties**

**1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making**

The SBLT's role is to meet with the SAC and Principal to help develop the SIP. The team is expected to provide data regarding the efficacy of interventions so that meaningful decisions can be made about which instruction and interventions should be maintained; help set clear expectations for instruction; facilitate the development of a systemic approach to teaching and align processes and procedures.

Other member roles include:

Juliette Fisher-Jackson- Principal

Duties: Florida Standards implementation, Accountability, Accreditation, Auditors, Budget, Business Partners, Differentiated Accountability, Ethics, Equity, Faith-based Partners, Finance, Florida Partnership, FTE, Graduation, Grants, Grievances, Hiring, Labor Relations, Leadership Development, Parent and Community Outreach, Parent Involvement Plan, Payroll, Personnel, Public Relations, SAC/PTA, School Choice, School Improvement Plan, Sexual Harassment, Staffing Plan, Strategic Plan, Title 1, Volunteers, Nurses and Medication Administration, OSHA Contact

Maurice Stokes- Vice Principal of Professional Learning

Duties: Florida Standards implementation, 21st CCLC supervision, Mathematics instruction, Non-instructional Staff, Positive Behavior Support, SESIR, SREOY, Technology, Data Analysis, Professional Development, Instructional Challenges, TOY/RTOY, RtI/MTSS, School Improvement Plan

Pamela Jones- Vice Principal for Curriculum

Duties: Florida Standards implementation, English/Language Arts, Academic Challenges, Data Analysis, Adult Education Referrals, Advanced Placement Program, Assessment, College Readiness, Computer Labs/Laptop Carts, Textbooks, Community Service Hours, Curriculum, Dropout Prevention, ESOL, Florida Virtual School, GED Referrals, Grade Submission and Review, Guidance, Home Education Referrals, Hospital/Homebound, Instructional Materials, Master Scheduling, Migrant Students, Parent Conferences, Pupil Progression Plan, Professional Development, Recognitions, Registration, Report Cards/ Progress Reports, RtI/MTSS, Substitute Teachers, Career and Technical Education, Awards and Rewards

Rebecca Gaines- Vice Principal of Operations

Duties: Bell Schedule, Building Inspections, Master Calendar, Lunch Schedule, Assemblies, Dual Enrollment, Guidance, Exceptional Student Education, Field Trips, Master Scheduling, Registration, RtI/MTSS, Vocational Rehabilitation

Keith Dowdell- Vice Principal of Student Services

Duties: Athletics, Attendance, Custodial Services, Discipline, Duty Roster, Emergency Drills, Maintenance, Parking Permits, Radios, Safety and Security, Student Activities, Suicide Threat Assessment, Transportation, Truancy, Student Services, Students in Transition (Homeless), RtI/MTSS

Kimberly Cummings- Instructional Coach

Duties: Florida Standards, Coaching

**2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible,**

**frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact**

The SBLT identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes through the process of a multi-tiered system of supports.

Within the MTSS, resources are allocated in direct proportion to student needs. Data collected at each tier are used to measure the efficacy of the supports so that meaningful decisions can be made about which instruction and interventions should be maintained and layered. The MTSS involves the systematic use of multi-source assessment data to most efficiently allocate resources in order to improve learning for all students, through integrated academic and behavioral supports.

To ensure efficient use of resources, GCHS began with the identification of trends and patterns using needs assessment, school-wide and grade-level data. Students who need instructional intervention beyond what was provided for positive behavior or academic content areas were provided with targeted, supplemental interventions delivered individually or in small groups at increasing levels of intensity.

The MTSS/RtI Team will function accordingly using the problem-solving method as follows:

1. Step 1, the team defines the problem by determining the discrepancy between what is expected and what is occurring. Ask, "What is the problem?"
2. Step 2, the team analyzes the problem using data to determine why the discrepancy is occurring. Ask, "Why is it taking place?"
3. Step 3, Establish a student performance goal, develop an intervention plan to address the goal, and delineate how the student's progress will be monitored and implementation integrity will be ensured. Ask, "What are we going to do about it?"
4. Step 4, Use progress monitoring data to evaluate the effectiveness of the intervention plan based on the student's response to the intervention plan. Ask, "Is it working?" If not, how will the intervention plan be adjusted to better support the student's progress?

- 1) The SBLT's role is to develop a school implementation plan and ensure its implementation. Meetings will be held bi-weekly and more frequently if requested.
- 2) The school psychologist will be responsible for administering the assessment(s) and completing the psychological or evaluation report(s).
- 3) General Education Teachers will provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention (Core Instruction and Supplementary Interventions), collaborate with other staff to implement Tier 2 interventions (Strategic and Targeted Group Interventions), and integrate Tier 1 materials/instruction with Tier 2/3 activities (Comprehensive and Intensive Interventions).
- 4) ESE teachers participate in the data collection phase also, integrate core instructional activities/material into Tier 3 instruction, and collaborate with general education teachers, especially through co-teaching.
- 5) Program Specialist will serve as a resource person for interventions and evidenced-based strategies in working with students. This person will also be responsible for keeping parents informed throughout entire process, monitoring ESE paperwork, and scheduling and conducting student study team (IEP) and manifestation conferences.
- 6) Instructional Coach (Reading) will identify appropriate, evidenced-based intervention strategies; assist with the whole school screening programs that provide early intervention services for students to be considered "at-risk", assist in the design and implementation for progress monitoring, data collection, and data analysis, participate in



professional development, and provide support for assessment and implementation monitoring.

## 2. School Advisory Council (SAC)

### a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Juliette Fisher-Jackson	Principal
Emmanual Sapp	Business/Community
Angela Burgess	Business/Community
Charles Flowers	Parent
Titus Deas	Business/Community
Charles Morris	Business/Community
Latasha Porter	Parent
Mimi Robinson	Parent
Evelyn Green	Parent
Sheila Robinette	Parent
Tashebia Roberts	Parent
Gekettia Harris	Education Support Employee
Julius Harris	Parent
Delfina Ortiz	Parent
Lucino Cervantes	Parent
Jade Franklin	Student
Tameka Lightfoot	Teacher

### b. Duties

#### 1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

##### a. Evaluation of last year's school improvement plan

The evaluation of the 2016-2017 School Improvement Plan is pending from the district.

##### b. Development of this school improvement plan

In July 2017, assessment data was provided to the School Advisory Council and members suggested improvements for areas of need. In August 2017, the leadership team developed areas of focus and those were explained to the School Advisory Council for their feedback. The School

Advisory Council feedback is incorporated into the draft of the School Improvement Plan which will be presented for review at the October 2017 meeting. Throughout the school year the School Advisory Council is continually provided with updates on the instructional program at Gadsden

County High School and their feedback is solicited for any modifications throughout the school year. (Sign-in sheets and agendas are available for review.)

*c. Preparation of the school's annual budget and plan*

The school's annual budget and plan are shared for input and discussion at the first meeting the School Advisory Council each year. Updates on the school's budget, spending, and progress indicators are shared at monthly School Advisory Council meetings.

**2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project**

There were several schools who (by virtue of their being a focus/priority school under DA) were allocated SIG 1003a dollars. Specifically EGHS was allocated \$62,903 of the money (based on per pupil division of funds). The funding was spent primarily on PD and some on Rensselaerville Institute to provide support during the summer months in preparation for the school year.

PD included two strategies:

\*Increase PD in data analysis and technology to address new standards, new levels of rigor expected, and new state proficiency levels (to Level 4).

\*Increase PD in Reading/ELA because of the expanded rigor of new state standards and new state assessment proficiency levels

Particulars of the PD included PD in Achieve 3000; Edgenuity; Performance Matters/Unify; Marzano; and DA Institutes.

Particulars of the bulk of the money are in your Scope of Work with Rensselaerville Institute to identify turnaround recommendations, structures necessary to determine readiness and capacity of the school to meet student achievement targets; evaluation of assessments and teacher quality; and to develop a tiered intervention plan (accomplished through the first conference using data analysis).

**3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Fisher-Jackson, Juliette	Principal
Cummings, Kimberly	Instructional Coach
Jones, Pamela	Assistant Principal
Gaines, Rebecca	Assistant Principal
Lightfoot, Tomeka	Teacher, K-12
Nogowski, John	Teacher, K-12
Kenon, Aayana	Teacher, K-12
Galloway, Tiresia	Teacher, K-12
Baker, Sharita	Teacher, K-12
Smith, Kaloma	Teacher, K-12
Berry, Prance	Teacher, K-12
Combs, Eugenia	Teacher, K-12

## b. Duties

### 1. Describe how the LLT or similar group promotes literacy within the school, if applicable

The initiative for the 2017-2018 school year is to provide rigorous literary comprehension and textual analysis throughout all classrooms to meet the needs of our diverse student needs in all classrooms. The teachers will gain literacy best practices and strategies to use in the classroom for increased student achievement.

The Literacy Leadership Team will promote literacy within the school by:

- Engaging in regular, ongoing, literacy professional development
- Participating in Professional Learning Communities
- Using data to analyze the effectiveness of instruction and redesign instruction and resources to meet the student’s instructional and intervention needs
- Implementing the Comprehensive Core Reading Programs and scientifically based reading instruction and strategies with fidelity
- Participating in ongoing literacy dialogues with peers
- Creating and share project based learning activities designed to promote literacy
- Supporting and participating in classroom demonstrations and modeling of research-based reading strategies
- Reflecting on practices to improve instruction

## D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

### 1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

One venue for encouraging positive working relationships with teachers is participation in Professional Learning Communities (PLC). The master schedule has been designed to provide consistent time for teachers to meet by common content and/or common grade-levels. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and

instruction is modified as needed based on decisions made through collaboration.

Teachers meet weekly in different professional learning centers including faculty meeting (each Tuesday), subject-area meetings, team meetings and department meetings. It is highly encouraged for teachers to work together in order to plan and share collaborative lessons and activities as well as problem-solve student issues such as behavior and attendance. Currently, all teachers have common planning daily. PLC opportunities will focus on professional development activities, teachers building rapport, high yield teaching strategies, and creating project-based learning activities.

## **2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

1. Potential applicants formally enter the job pool via the district online application process which allows the administrative team to begin the screening and selection process for potential candidates prior to the interview.

The Personnel Department along with the Director, hosts a district-wide transfer day and recruitment which are followed up with an orientation workshop to formally welcome new hires, complete necessary induction forms/applications, register for and practice using district technology programs as they pertain to job performance.

At the building site, new hires are extended the courtesy of housing and community information if they are seeking to relocate within the vicinity of the school. Certification is also provided for those requiring temporary and/or permanent issuance of teaching certificates.

2. Newly hired and beginning teachers are assigned to grade-level and department teams as well as highly qualified and effective mentors in their subject-area departments to introduce procedures of the school and assist with academic planning/teaching, strategies/resources, and classroom management.

The instructional coach and assistant principal will provide the data, instructional focus materials, and coaching/modeling/ training assistance as needed throughout the year. The administrative team provides assistance through professional development, routine observations (CWTs) and feedback, and the use of data to guide the overall instructional delivery and assessment process using the DA-CIMS model.

3. The district will improve opportunities for career and professional growth. After evaluations, teachers who have raised student achievement and obtained at least 65% learning gains will be given incentive pay as a reward.

4. School level administration and district-level administrators will provide ongoing, high-quality, job embedded professional development that is aligned with the school's instructional program and designed to ensure staff are equipped to facilitate effective teaching and learning.

## **3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

Besides participation in the programs that the Gadsden district uses for mentoring --- the Florida's Professional Development Certification Program (PDCP) and Ed Training Center, new or beginning teachers are paired with mentor or peer teachers and/or the reading coach at the onset of being hired or assigned to the school. Pairings and planned activities are based mainly on the teacher's level of need and mentor's expertise and experience. Other reasons may include proximity to each other, shared planning time, and positive working relationship. The average mentor has a minimum of four or more years of successful teaching experience and holds a professional educator's certificate in the related subject area. The mentor teacher also serves as a leader in the school and is highly effective and highly qualified.

The professional development programs generally include: a support team to coordinate and support the professional development of the teacher; a peer mentor to offer face-to-face feedback and assistance throughout the learning experience; an assessor to provide guidance, assessment of program tasks and feedback (personnel department); a building-level administrator or designee to verify successful demonstration of all education competencies (teacher evaluation) and offer support throughout the program; competency-based tasks to provide in-depth acquisition of the Florida Educator Accomplished Practices; professional education test preparation to demonstrate knowledge of educational pedagogy; and a reading endorsement competency to demonstrate competency in reading methods and strategies.

While the school relies heavily on the district to take the lead in the teacher induction program, one-on-one mentoring in lesson planning; classroom management strategies; individual student interventions; technical assistance with Skyward (student management system) and instructional software; data analysis for progress monitoring purposes; organizational skills and record keeping; management of professional learning communities in-service activities; implementation of the Marzano Evaluation process; and an overview of the new Florida Standards and project based learning activities are provided. The school's objective is to help ensure that all new and beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth. We believe this leads to retention of the best and most effective teachers and reduces the stress of constantly retraining and recruiting educators year after year.

## E. Ambitious Instruction and Learning

### 1. Instructional Programs and Strategies

#### a. Instructional Programs

##### **1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards**

Gadsden County High School uses core instructional programs and materials that are adopted and supported by the District and aligned to the new Florida Standards. Teachers will receive ongoing opportunities and professional learning for unpacking the standards in both reading and mathematics. Unpacking the standard entails defining a learning target, designing a daily end product and planning a final, culminating end product. The instructional team also uses the Florida Standard Assessment test item specifications, CPALMS, reading pacing guides, and district assessments (developed and/or scanned in Performance Matters) for additional alignment. Additional time is spent in PLCs, learning how to implement the standards across the curriculum in all subject areas. Monitoring includes CWTs conducted by the administration and the district's Specialists. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

#### b. Instructional Strategies

##### **1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments**

Professional Learning Communities allow teachers to participate in weekly meetings to review formative and summative assessment data and continuously adjust their instruction accordingly. Assessment data is used to identify groups of students to receive targeted instruction during an intervention period. Teachers, alongside the literacy coach, create targeted instruction lessons during PLCs. When necessary, PLCs make recommendations for students to be reviewed and assisted by the Problem-Solving Team (PST). Additionally, department meetings are held to review student data and address specific academic and behavioral concerns across the content areas. In doing so, teachers are better able to meet the needs of all students in a process that promotes a sense of shared responsibility.

The use of instructional reviews, a Instructional Coach/District Specialists and school-based Leadership Team to assist with teacher professional development, plays a significant part in designing instruction to meet student needs. Instructional Reviews, combined with administrative walk-throughs, provide leadership with data to identify areas in which additional follow-up coaching is needed. The leadership team meets twice a month to talk about what trends are being seen in the classrooms. This process also provides opportunities to identify exemplary teachers for the purpose of class visits. The Instructional Coach works side by side with teachers to enhance instruction. The Instructional Coach diligently completes the coaching cycle to provide maximum support, including the use of specific feedback instruments and modeling of lessons.

***2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy:** After School Program

**Minutes added to school year:** 13,500

The District offers a 21st Century Communities Learning Center which will provide a range of high-quality services to support regular school-day academics and development, including, but not limited to: tutoring and mentoring, academic enrichment (e.g. homework assistance, reading, math, science, and technology programs), physical education and recreational activities, and dropout prevention. The program will also engage adult family members in actively participating with students through educational and personal development opportunities.

### ***Strategy Rationale***

The purpose of providing this program is to:

1. Connect to grade-level benchmarks, standards, and the school-day curriculum to increase achievement
2. Provide real-world activities that connect to the broader community
3. Provide effective tutoring and differentiated instruction for all skill levels
4. Provide an alternative method for students to take advantage of a flexible schedule to complete course forgiveness or original course credit to meet the requirements for graduation.
5. Integrate technology
6. Provide homework help
7. Plan activities that engage students and enhance skills across the curriculum.

### ***Strategy Purpose(s)***

- Core Academic Instruction
- Enrichment

### ***Person(s) responsible for monitoring implementation of the strategy***

Stokes, Maurice, stokesm@gcpsmail.com

### ***Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy***

The school will be tracking grades each nine weeks of students participating in the after school program to determine if students' grades have improved. District assessment progress monitoring scores will also be used to determine gains in reading and mathematics. In addition, attendance reports will be utilized to track how frequent students are attending the program.

**Strategy:** Extended School Year

**Minutes added to school year:** 5,760

Gadsden County High School offers an extended summer school for the exceptional education students. The inclusion students work on credit recovery and academics. The low cognitive impaired students focuses on retention of learning and recouement and recovery of information.

6 hours/day \* 4 days/week = 24 hours/week

24 hours/week \* 4 week = 96 hours total

96 hours = 5,760 minutes total

**Strategy Rationale**

Without ESY services, there is a significant likelihood of substantial regression of critical life and academic skills. Critical life skills caused by the school break, and a failure to recover those lost skills in a reasonable amount of time following the school break.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Gaines, Rebecca, gainesr@gcpsmail.com

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Student progression rate and percentage rate will be monitored during the program to ensure students are making progress. Critical life skills will be monitored by the personnel.



**Strategy:** Summer Program

**Minutes added to school year:** 6,240

The District offers a 21st Century Communities Learning Center which will provide a range of high-quality services to support regular school-day academics and development, including, but not limited to: tutoring and mentoring, academic enrichment (e.g. homework assistance, reading, math, science, and technology programs), physical education and recreational activities, and dropout prevention. The program will also engage adult family members in actively participating with students through educational and personal development opportunities.

***Strategy Rationale***

Students can receive instruction, remediation and opportunities to complete course forgiveness, which will allow students to complete graduation requirements on time.

***Strategy Purpose(s)***

- Core Academic Instruction
- Enrichment

***Person(s) responsible for monitoring implementation of the strategy***

Stokes, Maurice, stokesm@gcpsmail.com

***Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy***

The school will be tracking grades each nine weeks of students participating in the after school program to determine if students' grades have improved. In addition, attendance reports will be utilized to track how frequent students are attending the program.

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### ***Strategy Rationale***

The students who are required to retake the Algebra EOC may not be currently enrolled in an Algebra course, therefore we provide a review course before the retake. The tutoring is available for any student either enrolled or not enrolled in an Algebra course.

### ***Strategy Purpose(s)***

- Core Academic Instruction
- Enrichment

### ***Person(s) responsible for monitoring implementation of the strategy***

Gaines, Rebecca, gainesr@gcpsmail.com

### ***Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy***

The course instructors collect the sign in sheets and participants test scores are compared to their previous EOC score.

## **2. Student Transition and Readiness**

### **a. PreK-12 Transition**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

#### ***1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another***

Prior to the new school year beginning, our school counselors along with a team goes to the incoming feeder schools and discusses being prepared for the high school experience. Core academic and elective courses including meeting the requirements for the student progression plan are explained. Information for participation in extra-curricular activities, especially sports sanctioned by the FHSAA is covered. Fieldtrips are later coordinated with feeder schools for tours of the school campus so the students can become familiar with their new surroundings.

For returning students---rising 10th through 12th graders, a registration drive is held to prepare for the upcoming year. Student transcripts and graduation plans are reviewed to ensure that they remain on track academically. New term schedules are then built and

issued to all students prior to summer break. During the pre-planning week in August, the guidance counselors and administration facilitate its first "Back to School" open house event for all new and returning students. Students and their family members have the opportunity to tour the campus; meet new teachers and staff; complete student data forms; review the district student code of conduct; create and sign compacts; visit classroom; view bus routes; and participate in an informational assembly for first day logistics. This time students and their parents have the opportunity to ask questions, seek help, and share pertinent information that may prove helpful such as physical limitations and medical histories. Teachers get to share their course syllabi and class expectations for a successful year.

The administration also highly encourages students and parents to attend high school information nights offered throughout the year to keep parents abreast of school information and new policy changes regarding assessments and graduation requirements. Throughout the year, each guidance counselor is responsible for meeting individually and collectively with students and parents as needed to provide college, career, and life readiness skills.

## **b. College and Career Readiness**

### ***1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations***

School counselors meet occasionally with students to monitor individual occupational and academic future and modify their plans if there are updates to be made to previous selected options. This counseling also provides information with respect to career options, financial aid, and post-secondary options including college, technical, and post-secondary educational opportunities. For students with IEPs, accommodations have been written to incorporate academic and career planning as well as to guide course selection based on their needs, interests and strengths. All students, including those on a college track, are encouraged to pursue a CTE path and take and pass corresponding certification examinations prior to graduation. Students are also given the opportunity to be dual-enrolled at Gadsden Technical Institute and Pat Thomas Law Enforcement Academy. They may pursue vocations in carpentry, business and technology, welding, nursing, drafting and design, nail technology, cosmetology and barbering, culinary arts, small engine repairs, automotive mechanics technology, and plumbing.

For students pursuing college-ready diplomas, taking the PERT, SAT, and ACT are strongly suggested to be eligible to attend Tallahassee Community College upon entering the tenth or eleventh grade and for achieving a score that allows entry in to a post-secondary institution of choice. The district's response to assisting the school with their endeavors includes transportation, textbook purchases, distance learning accommodations, dual-enrollment, and tuition. While the district has an agreement with TCC, the school also has a partnership that has been built through that relationship. This allows for dialogues regarding students' performance and pending registrations or probations. Students that enroll during their tenth grade year may earn an associates degree upon graduation from high school.

The school also has a partnership with FSU College of Medicine through the SSTRIDE program. Its concentration is on students who are interested in pursuing careers in the medical field. Students in grade eight will take a biology course this year taught by SSTRIDE instructors. They will also have a mentor teacher to assist with tutoring, their assignments and projects. Field trips and campus visits will also be included in

preparation of career and college readiness. Students will earn a credit in biology upon successful completion.

Students enrolled in GTI's (Gadsden Technical Institute) programs may earn their certificates within three months to one year. They may continue their training at TCC, Lively Vocational Technical School, or Keiser College.

To further assist students in their pursuit of college and career decisions, the school and district host College and Career Fairs with attendees from across the state of Florida. Guests include public and private colleges and universities, the armed forces, state and federal businesses, and local organizations. Guest presenters are also invited to speak to audiences ranging from classroom-size to the whole school.

Lastly, student progress is monitored not only through district assessments, but through monthly data chats (more often if needed). The Principal requires teachers to provide progress monitoring data twice during the grading period to ensure that they are not waiting too long to address issues that can be addressed immediately. The key to instruction is mastery and to not allow students to fail without intervention. Once a student starts falling behind, a team including the administration, will conduct data chats with students and provide possible assistance to improve performance within the next grading period to ensure success at each grade level in order to graduate on time. Students are also scheduled in remediation/intensive classes in order to improve their state assessments scores to Achievement Level 3 or higher. Students who are at a level 2 are targeted for extra support with the resource teacher. Administration and the counselor meet with students in grades 11-12 to take a college entrance exam such as the SAT or ACT. Students who are still lacking the required score will be pulled in order to ensure they are taking every opportunity possible to earn the score they need for graduation and post-secondary school. Other partners include TCC Talent Search for high school students and Gadsden Schools 21st CCLC for all grade levels 6-12.

## ***2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs***

The school offers students elective courses in fine art, business, technology and career studies. A daily focus of the school is for teachers and students to ask each other, "why are we learning this?" to ensure that instruction is always relevant.

Gadsden County High School offers the following CTE programs:

- Digital Design (DreamWeaver, Flash, Photo Shop, Premier, AutoDesk)
- Digital Media (Adobe Certification in Photo Shop)
- Finance (Microsoft Certification)
- Bio Med Sciences Academy (Bio Med Technician Certification)
- Culinary Arts (ServSafe Certification)
- Criminal Justice Operations
- Agritechnology

A certification designed for Florida's Agriculture, Food, & Natural Resources Students at the middle school level that gives students basic knowledge in geospatial skills in the context and application of agriculture. Through geospatial technology certification students are measured against multidisciplinary skills that utilize digital mapping and visual presentation skills, word processing, database/spreadsheets and database queries. Further, content specific questions measure and quantify a student's ability to use these technologies in agricultural and environmental settings.

\*\*\*Students completing the Agritechnology program are able to complete the Agriculture Technician industry certification examination, which is sanctioned by Agriculture Education Services and Technology, Inc. The Agriculture Technician is trained in Agricultural safety Environmental resource conservation and management, Plant growth and reproduction; including fertilization, irrigation and pest control, Animal systems and livestock management; including health and reproduction, Agricultural machinery and facility maintenance and operations, Agribusiness marketing and finance concepts and Mathematics and physical science skills.

\*\*\*Students are able to complete industry certifications, including Microsoft Office Specialist (MOS) Bundle Certification (3 out of 6 - Word, Excel, PowerPoint, Access, Outlook).

\*\*\*Students completing the Digital Media/Multimedia Design program are able to complete various industry certification examinations, which are all sanctioned by Adobe Systems. A list of industry certifications by course is listed below.

1) Digital Media/Multimedia Foundations 1: Adobe Certified Associate (ACA) - Photoshop (Creative Cloud)

This certification is a credential that validates entry-level skills needed to plan, design, build, and maintain effective communications by using different forms of digital media. Photoshop enables users to animate video frames, paint and clone over multiple video frames, and import and export video files in a wide range of formats, engaging user experiences that create more accurate composites.

2) Digital Media/Multimedia Foundations 2: Adobe Certified Associate (ACA) - InDesign  
The Adobe Certified Associate (ACA) certification in InDesign, is aimed at those who plan careers as professional designers, printers, advertisers, or publishers. Adobe InDesign certification sets the industry standard in desktop publishing for print and digital page layout. Offering pixel-perfect control over design and typography, designers can create professional page layouts for print or digital media. With so many powerful features, Adobe certified staff tend to be more skilled in their use of InDesign than their non-certified peers.

3) Digital Media/Multimedia Foundations 3: Adobe Certified Associate (ACA) - Illustrator  
Adobe Certified Associate Illustrator is a powerful and versatile tool for creating illustrations, logos and graphics for print and the Web. Using vector software, you can produce detailed and scalable art for almost any application. This course will teach you how to create and maintain a broad range of graphic types for purposes such as web sites, corporate stationery, newsletters and advertising banners. Understanding the ins and outs of Adobe Illustrator will give you the creative edge when it comes to producing interesting and original graphic compositions.

4) Digital Media/Multimedia Foundations 4: Adobe Certified Associate (ACA) - Dreamweaver

This certification is a credential that validates entry-level skills needed to plan, design, build, and maintain effective communications by using different forms of digital media. Dreamweaver is the industry leading web development tool, enabling users to efficiently design, develop, and maintain standards-based web sites and applications.

5) Digital Media/Multimedia Foundations 5: Adobe Certified Associate (ACA) - Flash

This certification is a credential that validates entry-level skills needed to plan, design, build, and maintain effective communications by using different forms of digital media. Flash enables users to integrate animation, video, text, audio and graphics into engaging user experiences that span a wide variety of digital devices, from desktops to mobile phones.

6) Digital Media/Multimedia Foundations 6: Adobe Certified Associate (ACA) - Premiere Pro

The Adobe Certified Associate (ACA) certification allows you to demonstrate proficiency in Adobe digital communications tools. Become a Certified Associate and stand apart from your peers, boost your confidence, and expand your career opportunities.

7) Digital Media/Multimedia Foundations 7: Adobe Certified Expert (Premiere Pro)

As a Certified Adobe Expert (Specialist), this certification recognizes an individual's knowledge in the Adobe Premiere Pro product- Setting up Projects; Capturing Media; Editing; Working with Audio; Creating DVDs, etc.

\*\*\*Students completing the Culinary Arts program are able to complete the Certified Food Protection Manager (ServSafe) industry certification examination, which is sanctioned by the National Restaurant Association Educational Foundation. Florida Statute 509.039 requires certification of all food service managers who are responsible for the storage, preparation, display, or serving foods to the public. ServSafe training covers critical principles including personal hygiene, cross contamination, time and temperature, receiving and storage, food safety management systems, training hourly employees, sanitation, the flow of food through the operation, and sanitary facilities and pest management.

\*\*\*Once students have completed the Certified Food Protection Manager (ServSafe) industry certification, they have the option of completing the National ProStart Certificate of Achievement, which is also sanctioned by the National Restaurant Association Educational Foundation. The National Restaurant Association Educational Foundation (NRAEF) certification programs offer a professional credential achieved through completion of an in-depth course of study in the areas identified as crucial to performing a job. This may also include on-the job experience related to the course of study.

\*\*\*Seniors and graduates completing these courses usually enroll in Pat Thomas Law Enforcement Academy and earn their certifications as dispatchers, armed and unarmed security officers, or correctional officers.

\*\*\*Students completing the Finance program are able to complete the QuickBooks Certified User industry certification examination, which is sanctioned by Intuit. The QuickBooks Certified User Program is designed for people who use QuickBooks in their day-to-day job. This includes bookkeepers, office managers and owners. The program is intended to broaden, deepen and verify your knowledge of QuickBooks Financial Software (Pro, Premier, and Enterprise editions) through training and testing. For more information, visit <http://www.realworldtraining.com>.

\*\*\*Students completing the middle-school program of study below are able to complete the Microsoft Office Specialist: Microsoft Office Word and Microsoft Office Specialist: Microsoft Office Excel CAPE Digital Tool Certificates, which are sanctioned by Microsoft Corporation. A Microsoft Office Specialist (MOS) certification helps validate proficiency in using Microsoft Office 2010/2013 and meets the demand for the most up-to-date skills on the latest Microsoft technologies. Candidates who pass a certification exam show that they can meet globally recognized performance standards. Students are also eligible to complete the Microsoft Office Outlook, Microsoft Office PowerPoint, Microsoft Office Access, and Microsoft Office SharePoint certification examination. Once students have completed three of the six certifications, he or she qualifies for the Microsoft Office Specialist (MOS) Bundle Certification (3 of 6).

**3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement**

Gadsden County High offers seven (7) career and technical education programs. These programs have been organized as programs of study attached to articulated credit with local post-secondary institutions as well as industry certifications. Students receive counseling in order to select the appropriate program as well as the correct course sequence to take.

The high school counselor and assistant principal have been involved with having students plan for post-secondary participation which begins with the entrance of new students into ninth grade. GCHS supports students and parents by placing an emphasis on the following indicators:

- Focus on improving and maintaining reading and mathematics achievement scores
- Counseling to take college preparatory math and science courses as well as meeting foreign language requirements
- Florida Gold Seal Vocational Scholarship and Bright Futures Scholarship
- Counseling to enroll in college dual enrollment courses while in high school
- Increase the number of students who may qualify for college dual enrollment courses
- Counseling to take college placement exams such as PERT, SAT, and ACT
- Counseling to enroll seniors in college level remedial English and mathematics courses
- Increased emphasis on career counseling and career planning for all students with specific focus on post-secondary options
- Increased utilization of Gadsden Technical Institute's dual enrollment program as a stepping stone to other post-secondary programs upon graduation

Additionally, the following strategies are being used for improving student readiness for the public post-secondary level:

- (1) Maximizing dual-enrollment recruitment efforts by having more 9th graders prepared to take the PERT, maintain their grade point averages, and be aware of the opportunities/take advantage of earning a two year degree prior to high school graduation.
- (2) Hosting Career/College fair or exposition on campus; invite all students in grades 9-12.
- (3) Administering the PSAT to all 10th graders; provide fee waivers for all eligible 11th-12th graders to take the SAT and ACT.

**4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes**

Gadsden County High begins this process by providing a school wide focus on improving our reading achievement scores. Students are expected to use the close reading strategy and respond by citing text evidence in all classrooms. Students, who are not at proficiency, are given intensive or critical thinking courses that focus on both English Language Arts and Mathematics standards. While we did not have a significant percentage of students enrolled in TCC's dual enrollment program last year, we have increased from eight to thirteen and have an additional five students prepared for the spring semester. Students are scheduled to enroll via our distance learning program---a partnership made possible by PAEC. Earlier this year, the guidance counselors coordinated a college/career fair with several universities and post-secondary institutions for our students and will plan another for the spring. All 11th and 12th graders who are not graduation-ready are being encouraged to use fee waivers and take college placement exams. Also, all students are offered the opportunity to earn industry certifications in Microsoft Office Suite and ServSafe as well as complete three sequential courses in business or the culinary arts.

As a priority, individual meetings with juniors and seniors are scheduled to assist with

applying for the ACT and SAT. Once the scores are posted for the second semester, the priority will be to increase the number the students attending a post-secondary institution by assisting them with the application process and/or the financial aid process. The counselors, senior sponsors, and university financial advisors will hold parent/student meetings to assist in the FAFSA application process.

GCHS will also be working with the district's Parent Services Department to improve student readiness for the post-secondary level. If students have not meet the requirements for graduation due to the FSA ELA, and Algebra I, then they will be tutored and provided interventions to take the ACT or SAT for a concordant score. The graduation coach assists students with registering for the ACT and SAT. Monthly meetings will be held at the district level from January through July and monthly reports of student results will be shared with the Principals, Superintendent, Deputy Superintendent and Counselors to plan next steps for increasing graduation rates for all high schools in Gadsden and for post-secondary participation.

## II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

*No files were uploaded*

#### 2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

### C. Strategic Goals



## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal      **B** = Barrier      **S** = Strategy

**1** = Problem Solving Step      **S123456** = Quick Key

## Strategic Goals Summary

- G1.** Through the use of collaborative planning, professional learning communities, and research-based best practice instruction, students scoring at or above level 3 in English/Language Arts, mathematics, science and/or history as measured by the 2017-2018 state assessments will meet or exceed the strategic goal.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

**G1.** Through the use of collaborative planning, professional learning communities, and research-based best practice instruction, students scoring at or above level 3 in English/ Language Arts, mathematics, science and/or history as measured by the 2017-2018 state assessments will meet or exceed the strategic goal. **1a**

G098632

**Targets Supported** **1b**

Indicator	Annual Target
FSA ELA Achievement	40.0
ELA/Reading Lowest 25% Gains	50.0
Algebra I EOC Pass Rate	50.0
Math Lowest 25% Gains	60.0
Geometry EOC Pass Rate	30.0
Bio I EOC Pass	30.0
U.S. History EOC Pass	40.0
4-Year Grad Rate (Standard Diploma)	80.0
CTE Industry Certification Exam Passing Rate	70.0

**Targeted Barriers to Achieving the Goal** **3**

- Lack of resources which provide services in all classrooms that support its purpose and direction to ensure success for all students.
- A need for professional development in the areas of teaching high yield strategies all content areas, providing effective feedback, analyzing data and increased student exposure to instruction in order to effectively ensure student improvement on assessments in all content areas

**Resources Available to Help Reduce or Eliminate the Barriers** **2**

- Capital City Youth Services
- DISC Village, Inc.
- Vocational Rehabilitation
- FSU CROP
- FSU CARE
- FAMU Educational Talent Search
- TCC Educational Talent Search
- Education Transformation Office (ETO)
- USF PS/Rtl Project
- School Psychologist
- School Social Worker
- Exceptional Student Education (ESE) Department
- Gadsden County Sheriff's Office
- Barkley Security Agency
- Herff Jones (Brad Maxwell)

- Curriculum Associates (iReady/Florida Ready)
- Edgenuity (Greg Guy)
- FSU SSTRIDE
- Teen Court
- AMI Kids
- Vision Quest
- Gadsden County Department of Health
- Camelot Community Care
- Apalachee Center, Inc.
- Rensselaerville Institute

**Plan to Monitor Progress Toward G1. 8**

Teacher performance on elements from Domain 1 of the Marzano Art and Science of Teaching Framework will be monitored for improvement throughout the 2017-18 school year.

**Person Responsible**

Juliette Fisher-Jackson

**Schedule**

Monthly, from 8/14/2017 to 5/30/2018

**Evidence of Completion**

Classroom observation data from throughout the school year will be collected through Observation 360 and will be monitored to evaluate improvements from Domain 1 of the Marzano Art and Science of Teaching Framework.

**Plan to Monitor Progress Toward G1. 8**

Summative data from the FCAT 2.0, FSA, EOCs, graduation rate, and CTE exams will be collected at the end of the 2017-18 school year to monitor progress toward the SMART goals outlined in Step 1.

**Person Responsible**

Juliette Fisher-Jackson

**Schedule**

On 6/30/2018

**Evidence of Completion**

Graduation rate; FCAT 2.0, FSA, and EOC data

## Action Plan for Improvement

*For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.*

### Problem Solving Key

**G** = Goal                      **B** = Barrier                      **S** = Strategy

**1** = Problem Solving Step                       S123456 = Quick Key

**G1.** Through the use of collaborative planning, professional learning communities, and research-based best practice instruction, students scoring at or above level 3 in English/Language Arts, mathematics, science and/or history as measured by the 2017-2018 state assessments will meet or exceed the strategic goal. **1**

 G098632

**G1.B1** Lack of resources which provide services in all classrooms that support its purpose and direction to ensure success for all students. **2**

 B265443

**G1.B1.S1** The school will support involved families through outreach to parents, the connection of human and social resources in the community, and building teacher-parent trust. **4**

 S281355

### **Strategy Rationale**

The entire school staff will build strong relationships with families and communities to support learning.

### **Action Step 1** **5**

The principal will establish a policy to encourage parents and community members to share ideas, concerns, and commendations regarding the operation and improvement of the school.

#### **Person Responsible**

Juliette Fisher-Jackson

#### **Schedule**

Daily, from 7/1/2017 to 6/30/2018

#### **Evidence of Completion**

School's website

### Action Step 2 5

Monthly School Advisory Council meetings will be held both at the school and in the community to promote increased engagement among stakeholders.

**Person Responsible**

Juliette Fisher-Jackson

**Schedule**

Monthly, from 7/1/2017 to 6/30/2018

**Evidence of Completion**

School Advisory Council meeting announcements in newspapers, website, and marquee

### Action Step 3 5

Teachers will update attendance in Skyward daily and grades weekly as a means to communicate student progress with parents and guardians.

**Person Responsible**

Rebecca Gaines

**Schedule**

Daily, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

Skyward attendance and grade records

### Action Step 4 5

Parent meetings related to the following topics will be held throughout the school year to promote engagement with the school: College Financial Aid; Family Literacy; Edgenuity; Curriculum Fair.

**Person Responsible**

Pamela Jones

**Schedule**

Quarterly, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

Parent meeting agendas; sign-in sheets; materials; announcements in newspapers, website, and marquee

**Plan to Monitor Fidelity of Implementation of G1.B1.S1 6**

The administrative team will monitor the frequency of attendance and grade updates made within the Skyward system.

**Person Responsible**

Rebecca Gaines

**Schedule**

Weekly, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

Skyward attendance and grade records

**Plan to Monitor Fidelity of Implementation of G1.B1.S1 6**

The administrators will track student and parent attendance at quarterly parent meetings.

**Person Responsible**

Juliette Fisher-Jackson

**Schedule**

Quarterly, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

Parent meeting agendas and sign-in sheets

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7**

Parent surveys will show an increase in teacher-parent trust and communication.

**Person Responsible**

Juliette Fisher-Jackson

**Schedule**

Semiannually, from 8/14/2017 to 6/2/2018

**Evidence of Completion**

Parent survey results

**G1.B1.S2** The school will build a supportive environment by focusing on safety, academic personalism, academic press, peer support for academic work, and student-teacher trust.

4

S281356

### **Strategy Rationale**

The school will be safe and orderly, teachers will have high expectations for students, and students will be supported by their teachers and peers.

### **Action Step 1** 5

The administrative team will follow the district's Student Code of Conduct to ensure consistency and implement alternatives to suspension to the extent possible to create a safe and orderly environment for teaching and learning.

#### **Person Responsible**

Keith Dowdell

#### **Schedule**

Daily, from 8/15/2017 to 5/31/2018

#### **Evidence of Completion**

Discipline records; counseling notes

### **Action Step 2** 5

Both guidance counselors will develop a comprehensive guidance plan modeled after that of the Florida Department of Education to ensure students have support in academic, social, mental, and physical aspects of the educational experience.

#### **Person Responsible**

Rebecca Gaines

#### **Schedule**

Annually, from 8/15/2017 to 5/31/2018

#### **Evidence of Completion**

Comprehensive Guidance Plan



**Action Step 3** 5

The school will partner with TCC, FAMU, and FSU to implement talent search and college reach out programs in an effort to support students as they move from secondary to post-secondary educational settings.

**Person Responsible**

Juliette Fisher-Jackson

**Schedule**

Monthly, from 8/15/2017 to 5/31/2018

**Evidence of Completion**

Meeting schedules; agendas; sign-in sheets; program websites

**Action Step 4** 5

A comprehensive school climate survey will be administered to teachers, students, and parents to gauge the effectiveness of the school and its programs. Results will be used with the school improvement planning process for ongoing improvements.

**Person Responsible**

Juliette Fisher-Jackson

**Schedule**

Annually, from 1/1/2018 to 3/30/2018

**Evidence of Completion**

School climate survey results

**Action Step 5** 5

All teachers will implement a rigorous and equitable curriculum that exposes students to instruction that effectively prepares them to master standards. As part of this curriculum, high expectations, as well as opportunities for remediation, enrichment, and cooperative learning, will be present.

**Person Responsible**

Juliette Fisher-Jackson

**Schedule**

Daily, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

2016-17 Program of Study; lesson plans; classroom observations; iReady and Edgenuity progress monitoring data

**Action Step 6** 5

The school will implement a multi-tiered system (MTSS) of supports that includes a robust response to intervention (RtI), focusing heavily on Tier 1 and Tier 2 instructional and behavioral approaches during the 2016-17 school year.

**Person Responsible**

Juliette Fisher-Jackson

**Schedule**

Daily, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

Lesson plans; classroom observations; teacher anecdotal records; child study team findings; guidance referrals; attendance letters

**Plan to Monitor Fidelity of Implementation of G1.B1.S2** 6

The administrative team will monitor discipline records each month to track incidents and suspensions.

**Person Responsible**

Keith Dowdell

**Schedule**

Monthly, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

Discipline records

**Plan to Monitor Fidelity of Implementation of G1.B1.S2** 6

The administrative team and instructional coach will monitor students participating in interventions on a monthly basis through usage reports in Edgenuity.

**Person Responsible**

Rebecca Gaines

**Schedule**

Monthly, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

Usage and performance reports from iReady and Edgenuity

**Plan to Monitor Fidelity of Implementation of G1.B1.S2** 6

The administrative team will conduct weekly classroom observations to examine components in Domain 1 of the Marzano Art and Science of Teaching Framework.

**Person Responsible**

Juliette Fisher-Jackson

**Schedule**

Weekly, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

Classroom observation data

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7**

Through Core Leadership Team meetings each week, the administrative team and instructional coach will share classroom observation data to track improvements in teaching and learning.

**Person Responsible**

Juliette Fisher-Jackson

**Schedule**

Weekly, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

Classroom observation data

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7**

Through Core Leadership Team meetings once per month, the administrative team and instructional coach will analyze progress monitoring data from Edgenuity and Performance Matters for improvements in reading, mathematics, science, and social studies.

**Person Responsible**

Juliette Fisher-Jackson


**Schedule**

Monthly, from 8/14/2017 to 5/31/2018


**Evidence of Completion**

Progress monitoring data

**G1.B2** A need for professional development in the areas of teaching high yield strategies all content areas, providing effective feedback, analyzing data and increased student exposure to instruction in order to effectively ensure student improvement on assessments in all content areas **2**

 B265444

**G1.B2.S1** Provide structured time at each grading period for teachers and students to discuss the student's present academic progress and academic goals, towards graduation in order to increase the graduation rate. **4**

 S281357

### **Strategy Rationale**

The rationale is to increase student ownership of their academic progress and improve school graduation rate through raising awareness in stakeholder groups.

### **Action Step 1 5**

Instruct staff on binder maintenance and speaking points, set up meeting times each marking period for discussion, collect information, intervene where appropriate.

#### **Person Responsible**

Maurice Stokes

#### **Schedule**

Quarterly, from 8/7/2017 to 5/31/2018

#### **Evidence of Completion**

Completed Student Academic Progress sheets

### **Plan to Monitor Fidelity of Implementation of G1.B2.S1 6**

Throughout the year, teachers will learn new strategies to increase awareness about graduation requirements. Administrative monitoring will allow for reinforcement and support for those teachers requiring it.

#### **Person Responsible**

Maurice Stokes

#### **Schedule**

Quarterly, from 8/7/2017 to 5/31/2018

#### **Evidence of Completion**

Classroom walk-throughs and observation of teachers during student data chats.

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7**

Upon the completion of senior audits, graduation rates will be compared with rates from the previous year.

**Person Responsible**

Rebecca Gaines


**Schedule**

On 6/14/2018

**Evidence of Completion**

Comparison of previous years graduation rate in comparison the current year plus this years retention rate should provide data points for comparison that directly infer the success of the student data chats.

**G1.B2.S2** Provide professional development in assessment related format, context vocabulary, textual analysis and other high yield strategies in all content areas so that all teachers can better instruct and assess high order tasks with their students in order to increase the percentage of students passing math, science, language arts and history assessments. 4

 S281358

**Strategy Rationale**

The rationale is rigorous textual comprehension and analysis throughout all classrooms to meet the needs of our diverse student groups in all content areas.

**Action Step 1 5**

Establish a professional development protocol for staff, issue professional development times, provide materials, monitor PLC implementation, and collect feedback.

**Person Responsible**

Maurice Stokes

**Schedule**

Weekly, from 8/7/2017 to 5/4/2018

**Evidence of Completion**

PLC sign-in sheets and minutes

**Plan to Monitor Fidelity of Implementation of G1.B2.S2** 6

Each teacher will complete a survey following their professional development on assessment related format, context vocabulary, textual analysis and other high yield strategies.

**Person Responsible**

Maurice Stokes

**Schedule**

Weekly, from 9/18/2017 to 5/4/2018

**Evidence of Completion**

PAEC In-service reports

**Plan to Monitor Effectiveness of Implementation of G1.B2.S2** 7

Observation/walk-through data from pre-strategy implementation and post strategy results will be compared to determine effectiveness of strategy at the classroom level.

**Person Responsible**

Pamela Jones

**Schedule**

Weekly, from 9/4/2017 to 5/4/2018

**Evidence of Completion**

Teacher observations and walk-through documentation

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G1.B1.S2.A4 A379381	A comprehensive school climate survey will be administered to teachers, students, and parents to...	Fisher-Jackson, Juliette	1/1/2018	School climate survey results	3/30/2018 annually
G1.B2.S2.MA1 M411460	Observation/walk-through data from pre-strategy implementation and post strategy results will be...	Jones, Pamela	9/4/2017	Teacher observations and walk-through documentation	5/4/2018 weekly
G1.B2.S2.MA1 M411461	Each teacher will complete a survey following their professional development on assessment related...	Stokes, Maurice	9/18/2017	PAEC In-service reports	5/4/2018 weekly
G1.B2.S2.A1 A379385	Establish a professional development protocol for staff, issue professional development times,...	Stokes, Maurice	8/7/2017	PLC sign-in sheets and minutes	5/4/2018 weekly
G1.MA1 M411462	Teacher performance on elements from Domain 1 of the Marzano Art and Science of Teaching Framework...	Fisher-Jackson, Juliette	8/14/2017	Classroom observation data from throughout the school year will be collected through Observation 360 and will be monitored to evaluate improvements from Domain 1 of the Marzano Art and Science of Teaching Framework.	5/30/2018 monthly
G1.B1.S1.MA1 M411451	The administrative team will monitor the frequency of attendance and grade updates made within the...	Gaines, Rebecca	8/14/2017	Skyward attendance and grade records	5/31/2018 weekly
G1.B1.S1.MA2 M411452	The administrators will track student and parent attendance at quarterly parent meetings.	Fisher-Jackson, Juliette	8/14/2017	Parent meeting agendas and sign-in sheets	5/31/2018 quarterly
G1.B1.S1.A3 A379376	Teachers will update attendance in Skyward daily and grades weekly as a means to communicate...	Gaines, Rebecca	8/14/2017	Skyward attendance and grade records	5/31/2018 daily
G1.B1.S1.A4 A379377	Parent meetings related to the following topics will be held throughout the school year to promote...	Jones, Pamela	8/14/2017	Parent meeting agendas; sign-in sheets; materials; announcements in newspapers, website, and marquee	5/31/2018 quarterly
G1.B2.S1.MA1 M411459	Throughout the year, teachers will learn new strategies to increase awareness about graduation...	Stokes, Maurice	8/7/2017	Classroom walk-throughs and observation of teachers during student data chats.	5/31/2018 quarterly
G1.B2.S1.A1 A379384	Instruct staff on binder maintenance and speaking points, set up meeting times each marking period...	Stokes, Maurice	8/7/2017	Completed Student Academic Progress sheets	5/31/2018 quarterly
G1.B1.S2.MA1 M411453	Through Core Leadership Team meetings each week, the administrative team and instructional coach...	Fisher-Jackson, Juliette	8/14/2017	Classroom observation data	5/31/2018 weekly
G1.B1.S2.MA2 M411454	Through Core Leadership Team meetings once per month, the administrative team and instructional...	Fisher-Jackson, Juliette	8/14/2017	Progress monitoring data	5/31/2018 monthly
G1.B1.S2.MA1 M411455	The administrative team will monitor discipline records each month to track incidents and...	Dowdell, Keith	8/14/2017	Discipline records	5/31/2018 monthly



**Gadsden - 0051 - Gadsden County High School - 2017-18 SIP**  
*Gadsden County High School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S2.MA2 M411456	The administrative team and instructional coach will monitor students participating in...	Gaines, Rebecca	8/14/2017	Usage and performance reports from iReady and Edgenuity	5/31/2018 monthly
G1.B1.S2.MA3 M411457	The administrative team will conduct weekly classroom observations to examine components in Domain...	Fisher-Jackson, Juliette	8/14/2017	Classroom observation data	5/31/2018 weekly
G1.B1.S2.A1 A379378	The administrative team will follow the district's Student Code of Conduct to ensure consistency...	Dowdell, Keith	8/15/2017	Discipline records; counseling notes	5/31/2018 daily
G1.B1.S2.A2 A379379	Both guidance counselors will develop a comprehensive guidance plan modeled after that of the...	Gaines, Rebecca	8/15/2017	Comprehensive Guidance Plan	5/31/2018 annually
G1.B1.S2.A3 A379380	The school will partner with TCC, FAMU, and FSU to implement talent search and college reach out...	Fisher-Jackson, Juliette	8/15/2017	Meeting schedules; agendas; sign-in sheets; program websites	5/31/2018 monthly
G1.B1.S2.A5 A379382	All teachers will implement a rigorous and equitable curriculum that exposes students to...	Fisher-Jackson, Juliette	8/14/2017	2016-17 Program of Study; lesson plans; classroom observations; iReady and Edgenuity progress monitoring data	5/31/2018 daily
G1.B1.S2.A6 A379383	The school will implement a multi-tiered system (MTSS) of supports that includes a robust response...	Fisher-Jackson, Juliette	8/14/2017	Lesson plans; classroom observations; teacher anecdotal records; child study team findings; guidance referrals; attendance letters	5/31/2018 daily
G1.B1.S1.MA1 M411450	Parent surveys will show an increase in teacher-parent trust and communication.	Fisher-Jackson, Juliette	8/14/2017	Parent survey results	6/2/2018 semiannually
G1.B2.S1.MA1 M411458	Upon the completion of senior audits, graduation rates will be compared with rates from the...	Gaines, Rebecca	5/14/2018	Comparison of previous years graduation rate in comparison the current year plus this years retention rate should provide data points for comparison that directly infer the success of the student data chats.	6/14/2018 one-time
G1.MA2 M411463	Summative data from the FCAT 2.0, FSA, EOCs, graduation rate, and CTE exams will be collected at...	Fisher-Jackson, Juliette	6/30/2018	Graduation rate; FCAT 2.0, FSA, and EOC data	6/30/2018 one-time
G1.B1.S1.A1 A379374	The principal will establish a policy to encourage parents and community members to share ideas,...	Fisher-Jackson, Juliette	7/1/2017	School's website	6/30/2018 daily
G1.B1.S1.A2 A379375	Monthly School Advisory Council meetings will be held both at the school and in the community to...	Fisher-Jackson, Juliette	7/1/2017	School Advisory Council meeting announcements in newspapers, website, and marquee	6/30/2018 monthly

## V. Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

## VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

**G1.** Through the use of collaborative planning, professional learning communities, and research-based best practice instruction, students scoring at or above level 3 in English/Language Arts, mathematics, science and/or history as measured by the 2017-2018 state assessments will meet or exceed the strategic goal.

**G1.B1** Lack of resources which provide services in all classrooms that support its purpose and direction to ensure success for all students.

**G1.B1.S1** The school will support involved families through outreach to parents, the connection of human and social resources in the community, and building teacher-parent trust.

### TA Opportunity 1

Teachers will update attendance in Skyward daily and grades weekly as a means to communicate student progress with parents and guardians.

#### Facilitator

Sonya Wilson-Lewis

#### Participants

Teachers

#### Schedule

Daily, from 8/14/2017 to 5/31/2018

## VII. Budget

1	G1.B1.S1.A1	The principal will establish a policy to encourage parents and community members to share ideas, concerns, and commendations regarding the operation and improvement of the school.	\$0.00
2	G1.B1.S1.A2	Monthly School Advisory Council meetings will be held both at the school and in the community to promote increased engagement among stakeholders.	\$0.00
3	G1.B1.S1.A3	Teachers will update attendance in Skyward daily and grades weekly as a means to communicate student progress with parents and guardians.	\$0.00
4	G1.B1.S1.A4	Parent meetings related to the following topics will be held throughout the school year to promote engagement with the school: College Financial Aid; Family Literacy; Edgenuity; Curriculum Fair.	\$0.00
5	G1.B1.S2.A1	The administrative team will follow the district's Student Code of Conduct to ensure consistency and implement alternatives to suspension to the extent possible to create a safe and orderly environment for teaching and learning.	\$0.00

6	G1.B1.S2.A2	Both guidance counselors will develop a comprehensive guidance plan modeled after that of the Florida Department of Education to ensure students have support in academic, social, mental, and physical aspects of the educational experience.	\$0.00
7	G1.B1.S2.A3	The school will partner with TCC, FAMU, and FSU to implement talent search and college reach out programs in an effort to support students as they move from secondary to post-secondary educational settings.	\$0.00
8	G1.B1.S2.A4	A comprehensive school climate survey will be administered to teachers, students, and parents to gauge the effectiveness of the school and its programs. Results will be used with the school improvement planning process for ongoing improvements.	\$0.00
9	G1.B1.S2.A5	All teachers will implement a rigorous and equitable curriculum that exposes students to instruction that effectively prepares them to master standards. As part of this curriculum, high expectations, as well as opportunities for remediation, enrichment, and cooperative learning, will be present.	\$0.00
10	G1.B1.S2.A6	The school will implement a multi-tiered system (MTSS) of supports that includes a robust response to intervention (RtI), focusing heavily on Tier 1 and Tier 2 instructional and behavioral approaches during the 2016-17 school year.	\$0.00
11	G1.B2.S1.A1	Instruct staff on binder maintenance and speaking points, set up meeting times each marking period for discussion, collect information, intervene where appropriate.	\$0.00
12	G1.B2.S2.A1	Establish a professional development protocol for staff, issue professional development times, provide materials, monitor PLC implementation, and collect feedback.	\$0.00
<b>Total:</b>			<b>\$0.00</b>